

DOCUMENT RESUME

ED 265 316

CE 043 253

TITLE What's the Flexitime? Youth Training Scheme. Core Exemplar Work Based Project.

INSTITUTION Further Education Staff Coll., Blagdon (England).

REPORT NO ISBN-0-948361-08-5

PUB DATE 84

NOTE 24p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Behavioral Objectives; *Business Education; *Career Education; Competency Based Education; Core Curriculum; *Employment Practices; *Flexible Working Hours; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Wages; *Work Experience Programs

IDENTIFIERS England

ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the advantages and disadvantages of flexitime as opposed to other methods of timekeeping and explore the criteria for determining wages. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, off-the-job tutor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Youth Training Scheme CORE EXEMPLAR WORK BASED PROJECT

ED265316

What's the flexitime?

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.
Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

P. Rawlings

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



Y T S

The Further Education Staff College

Coombe Lodge, Blagdon, Bristol, BS18 6RG ☎ 0761-62503

OTF No: 1

PROJECT No: M | 9

TYPE Individual

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

© COPYRIGHT 1984

The Manpower Services Commission and the Further Education Staff College will allow the reproduction of this core exemplar workbased project by tutors for use in training and educational schemes ONLY. Reproduction for any other purposes is expressly forbidden.

CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

Off The Job Tutors Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment — Explanatory Notes

Assessment Form

INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing

To make the most of all the experiences which are available to trainees in the workplaces.

To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.

To help trainees see the relationships between things learnt on- and off-the-job.

To base the assessment of achievement upon trainees' actual performance in tasks.

To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

For most young people, school is a regimented experience, with emphasis on punctuality and getting to school "on time". The concept and practice of flexitime therefore may take a while to understand. It is important also that the young person accurately follows the "mechanics" of the system which will be explained during induction. However, much information must be absorbed during that initial training period and this project provides one means of reinforcing part of the induction process and also creates a legitimate reason for the trainee to approach colleagues and hence become known in the new workplace.

The later tasks in the project examine the much broader subject of how wages are determined. The extent to which the trainee can contribute to this section is obviously dependent on his/her ability but there should be enough opportunity for all levels of trainee to participate.

The project was originally written for trainees in WEST MIDLANDS COUNTY COUNCIL where it has been successfully tested. There were facilities within the training section for trainees to meet as a group but should these not be available the last sections of the project could be done as part of the off-job training, providing a link with the local college.

SUMMARY

This project should be started during or immediately after induction.

The trainee is required to familiarise him/herself with the practice of flexitime, to find answers to related problems, to discuss with others the relative advantages and disadvantages of this and other methods of time-keeping, and to explore the criteria for determining wages.

SUPERVISOR'S NOTES

INTRODUCTION

This work based project is designed to focus the trainee upon the CORE SKILL areas of: number; communication; practical skills, and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness; to provide wider knowledge of the world of work and elsewhere; and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

1. Where relevant, please advise other staff that the trainee will be doing the project;
2. Please ensure that the trainee has read the project details and understands what is required;
3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project;
4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".
5. Upon completion of the project discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently?

Encourage the trainee to complete the trainee's review page.

For this particular project the following notes may be useful:-

This project should be started either during or immediately after induction. It should reinforce the trainee's understanding of the flexitime system and give you a means of checking the accuracy of the learning. The following notes are designed to help you and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

TASKS 1 and 4

The more able trainees should be able to complete these tasks with little or no help, but you may need to consolidate the induction training of some trainees. In all cases you should check that they have understood the system.

TASK 5

This task should give the trainee the opportunity to talk to colleagues, to make her/himself known as well as to get to know them. The co-operation of your colleagues is therefore important and they should be made aware of the trainee's task.

Some trainees may need additional information to complete their list. Indirectly you might also be able to monitor the trainee's ability to introduce him/herself to others in the office and where necessary, to feedback to the trainee any relevant comments.

TASK 6

If your organisation already has a section on flexitime in the induction manual, perhaps the trainee could re-write it or design a handout to be used during induction training sessions.

TASK 7

Allow the trainee the opportunity to develop his/her own sources of information, for example, his family and friends. However it is important to stress that the information required is alternatives to flexitime, not how much people earn.

TASKS 8 - 10

The tutor may well be able to develop these more fully but your experience is important. You should monitor the trainee's progress through these tasks and be prepared to supply materials and information or a source of information, if required. Some people are very sensitive about disclosing their earnings. Discuss this with the trainee and emphasise that the task is to discover the underlying principles that determine wages and salary rather than asking individuals how much they earn and why. Close liaison between you and the tutor on these tasks is important.

TUTOR'S NOTES

The first four tasks in this project are likely to be adequately dealt with in the workplace. The remaining tasks should enable you to develop the project and whilst you may need to give some trainees a great deal of support, the tasks should extend the more able trainees.

TASK 10

Additional ideas that could be brought into the discussion might include:

1. The ethic of time-keeping and disciplines of work
2. The amount of trust built into the system
3. The employer's point of view
4. Contract of Employment/Conditions of Service
5. The concept of overtime
6. Danger money

You may also need to provide examples of national salary scales.

If the opportunity occurs and time is available you could explore the "job" of a housewife.

Names

TRAINEE

SUPERVISOR

TUTOR

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	11/6			
START	1.30			
FINISH	3.00			
TIME SPENT (HOURS)	1½			

BACKGROUND

Starting work on this training scheme may be the first time you have come across flexitime. Your colleagues may take it for granted but with so many things to learn in a new job, you may find it rather confusing and yet you will also want to make sure you get the system right.

SITUATION

Originally this project was designed for office workers in the WEST MIDLANDS COUNTY COUNCIL, but it could apply to any flexitime workplace.

PURPOSES

This project is designed to help you become familiar with a new system of time-keeping and also to give you the opportunity of talking to your colleagues and learning from their experience. It should also help you to understand other methods of time-keeping and the reasons for their use and encourage you to think about the factors that determine wages.

Doing this project will enable you to learn more about the COUNTY COUNCIL. It will also help you to develop your CORE SKILLS (number, communication, problem-solving, and practical skills). Increasing your abilities in these skills will make it easier for you to change jobs and retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how well she/he thought you did in the task, and record this on the Assessment Form near the back of this Project. This record will be needed to complete your Certificate at the end of your YTS year.

WBP

TASK	ACTIVITY	CORE SKILL	
1.	Draw to scale a copy of your time card.	Mark out required dimensions and shape.	4.2
2 & 6	Write a set of instructions for using the time card. Write a section for the training manual.	Provide information in writing.	7.3
4	Investigate problems in the clocking in procedure.	Find out information by speaking to other people.	6.1
5 & 7	Ask colleagues their views on different methods of time-keeping.	Ask other people in the workplace for assistance.	8.2
9.	Collect information on factors affecting wages.	Find out information from written sources.	6.2
10.	Plan and give the talk to fellow trainees.	Plan how to present information. Provide information in writing.	9.6 7.3

Each CORE SKILL is identified by number in the PRACTITIONER'S GUIDE to the YTS CORE, which contains advice and guidance on what CORE SKILLS are and their uses. The numbers are included here for ease of reference.

ACTION PLAN

Read through all the tasks before you start the project.

TASK 1

Look at your time card. Draw a copy of it to scale in your log book leaving a margin of at least 4 cms on all four sides.

TASK 2

Write a set of instructions to explain how to fill in the card. You could use the margin to add labels to the copy of the time card to draw attention to different sections. This might help you write clearer instructions.

TASK 3

Check the accuracy of your instructions with your supervisor.

TASK 4

Find out what happens if :-

1. You lose your card or damage it.
2. You work too many or too few hours in any week.
3. The clock on the clocking-in-machine is wrong or stops altogether.
4. Your card gets stuck in the machine.
5. You leave work early because you're ill.
6. You make a mistake in your arithmetic.
7. The person who signs your card is away when you need his/her signature.
8. Someone else "clocks in" for you by mistake or deliberately.

Can you think of any other problems? If you can, try to find the answers. Make a note of the answers to all the questions in your logbook and then check them with your supervisor.

TASK 5

Compile two lists, one in favour of flexitime, the other against. Use your own ideas but also talk to your colleagues tactfully and add their views to the lists. Use this information in discussions with your supervisor and find out why flexitime is used in your office.

TASK 6

The induction training manual is to include a section on flexitime and you are asked to use the information you have gained to write this section, using diagrams as necessary. Draft out your ideas first and then discuss them with your supervisor.

TASK 7

Flexitime is not the only method of determining when people work and how much they are paid. Find out what other methods there are and how each one works. Make notes ready for the next tasks.

TASK 8

Talk to your supervisor and tutor about your answers to task 7 and if necessary, with their help, add to your list. Which method would you prefer? Justify your choice.

TASK 9

Find the answers to the following questions :-

1. Why are there different systems of timekeeping and payment?
2. What factors determine which one is used for a particular job?
3. What part does the Union play?
4. Find two jobs for which there is a national salary scale. Which groups of people are responsible for fixing the scale? How often is it reviewed? What are the advantages and disadvantages of being on a fixed national scale?
5. What are job "perks"? Give as many examples as you can. Make a list of the things that affect how much a person is paid e.g. hours worked, responsibility, use to the community, etc.

TASK 10

Use the information you have collected in these tasks to produce a series of overhead projector slides that will be used in a talk, entitled "Determining Wages", which you will give to your fellow trainees. You will need to plan this carefully to ensure your talk is easy to follow and you have all the information available as you will be required to answer questions and lead the discussion afterwards

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1. Were you offered a selection of Projects to choose from? If so, why did you choose this one?
2. What did you think of it? Was it - easy, hard, interesting or boring?
3. What did you learn? (Look at the list of Purposes).
4. Did you learn something which was not on the list of Purposes?
5. Did you need help with any particular part of the Project? What kind of help did you get?
6. Were there any words in the Project that you did not understand? Please list them.
7. Do you think you could use what you learned in another job, or outside work?
8. Has this Project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

ASSESSMENT

explanatory notes

In completing this wbp the trainee has the opportunity to demonstrate competence in the CORE SKILLS listed on the attached form.

The first two columns list the wbp Tasks and the CORE SKILLS which occur within them.

You are asked to assess the trainee's competence in these CORE SKILLS according to the amount of support from you that the trainee needed, for example:-

- 1) if a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular source, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided;
- 2) if a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the CORE SKILLS, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and CORE SKILLS competence are likely to be the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a CORE SKILL), but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

ASSESSMENT FORM

PROJECT TITLE WHAT'S THE FLEXTIME?

WBP NO M/01/008

DATE

TRAINEE'S NAME

SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	4.2 Mark out required dimensions and shape.							
2,6,10	7.3 Provide information in writing, and by means of tables and diagrams.							
4	6.1 Find out information by speaking to other people.							
5,7	8.2 Ask other people in the workplace for assistance.							
9	6.2 Find out information from written sources.							
10	9.6 Plan how to present information.							
21								

ASSESSMENT FORM

continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
11	5.1 Compare the costs of different goods and services.							
12	10.3 Decide between alternative courses of action.							
13	12.2 Identify or locate tools, equipment and materials.							
13	13.3 Manipulate objects or materials.							
13	14.2 Check products or results of activity for quality and accuracy.							
14	7.1 Provide information by speaking to other people in the workplace.							